

# IMPROVING STUDENTS' READING COMPREHENSION ON NARRATIVE TEXT BY USING SQ3R TECHNIQUE

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**Abstrak:** Penelitian ini bertujuan untuk mengetahui bahwa SQ3R Technique dapat meningkatkan pemahaman membaca teks naratif siswa kelas tujuh Mts Miftahussa'adah. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan 3 kali putaran. Sampel penelitian ini adalah 24 siswa. Data dikumpulkan menggunakan test, field note dan observation checklist. Hasil tes tersebut dibandingkan dengan nilai KKM Mts Miftahussa'adah. KKM nya adalah 65. Hasil penelitian pertama 50, kedua 65 dan ketiga 71.25. Berdasarkan hasil tersebut dapat disimpulkan bahwa pemahaman membaca siswa kelas tujuh Mts Miftahussa'adah berhasil meningkat lebih baik dengan menggunakan SQ3R Technique.

***Kata kunci: Reading Comprehension, Narrative Text, SQ3R***

**Abstract:** The purpose of this research is to know how SQ3R Technique can improve the students' reading comprehension on narrative text to the seventh grade students of MTs Miftahussa'adah. The methodology of this research is a classroom action research which consisted 3 cycles. The subject consisted 24 students. The data were collected using the test, field note and the observation checklist. The result of the test was judged by using KKM. The KKM of Mts Miftahussa'adah was 65. The result of the first cycle was 50, the second cycle was 65, and the third cycle was 71.25. From the result of the test, it can be concluded that the students' reading comprehension on narrative text had been improved.

***Keywords: Reading Comprehension, Narrative Text, SQ3R***

Reading is a way to get the information or knowledge from the written text. The writer is the sender of information or knowldge such as ideas, story and much information. The reader is the receiver of the information after reading. Reading is one of the language skills which are mastered by the students of Junior High School. Through the teaching and learning of reading, the students are expected to be able to comprehend the reading passages and to build the students' competence in integrated to the other skills. Through reading that they need to understand about the content of reading text.

Comprehension is the purpose of reading. It makes the reader to be able to catch the point of reading texts. When they read, they gain the information from the texts. Therefore, they have to pay more attention on reading comprehension. According to McNamara (2007:3) comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text.

Chesla (1997:135) found that there are some reasons why people may have difficulty in understanding or remembering what they have read, such as they are too busy thinking about other things, the vocabulary is too difficult, and they are not interested in subject matter. Therefore, reading for comprehension should be done by using appropriate technique to make the readers easier to comprehend the reading text.

The writer, who is the teacher in MTs Miftahussa'adah Pontianak Utara especially at seventh grade students, found some difficulties faced by the students in learning English. They had problems in reading comprehension. There were two problems of reading that the students still got difficulties, they were getting main idea and difficult to understand the supporting details of the narrative text. Therefore, the students could not answer the questions based on the text. The students just read but they could not understand the supporting details of text.

Finding the main idea is a key to understanding a paragraph or short selection. If the main idea is difficult and abstract, you may want to read all the supporting details carefully to help increase your comprehension. Because of that the writer as the teacher of seventh grade of MTs Miftahussa'adah Pontianak Utara should apply a suitable technique in teaching in order to enable the students to comprehend the reading text well. The writer chooses SQ3R Technique to improve students' reading comprehension.

SQ3R Technique is a teaching concept which helps teachers relates their teaching materials to be presented with their pupils' real learning. SQ3R Technique is one of techniques that help the students to understand the reading texts. This technique is divided into 5 steps; survey, questions, read, recite, and review. As McNamara (2007:6) the generic strategies of SQ3R are methodically applied all texts with little or no consideration of the nature of text content. The purpose of this research is to help the seventh grade students of Mts Miftahussa'adah Pontianak Utara in academic year 2010/2011 in improving their reading comprehension on narrative text in finding the main idea and the supporting details by using SQ3R Technique.

The first activity is survey, where the students skim and scan the text to find out the main idea. Brown (2001:308) states that "skimming consists of quickly running one's eyes cross a whole text (such as an essay, article, or chapter) for its gist. Scanning is searching for some particular piece or pieces of information in a text quickly". Skimming gives readers' advantage of being able to predict the purpose of the passage, the main topic, or message and possibly some of the developing or supporting ideas. Scanning exercises may ask students

to look for names or date, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract specific information without reading through the whole text.

The second activity is question. In this step, the readers ask question what they wish to get out of the text. They make some WH question related to the text using their own words. Shepherd and Mitchell (1997;28) say “ who, what,why, how, and when question, as an interactive dialogue between yourself and the study material, in order to extract the important facts”. Who question helps to hold in mind any significant people. Why classifies purposes. How classifies cause and effect sequences, procedure or process instructions or where the new information fits in life. Where question means for what place, it uses to ask question about place. When means at what time, it used to ask about the time. And what question allows taking a quick survey of current knowledge.

The third activity is read. This is the first time the readers will actually read. The readers really focus on what the text tells about. This step should take a bit longer. Read one section at a time and while doing so, make sure to focus on finding out the answer for the relevant question. This is reading for a purpose, sometimes called active reading and requires concentration. The readers should read in depth of the text.

The fourth is recite.after reading the text, to ensure what the readers get from the text,the readers reprocess the salient points through oral or written language using their own language. And the fifth activity is review. After reading the text through survey, question, read, and recite, the students should review the text. Look at the note as the result of the readers’ comprehension.

SQ3R Technique is one of reading techniques that are able to be used by the students to read text. Based on that case, the writer will apply SQ3R Technique to improve students reading comprehension on narrative text.

## **METHOD**

The form of this research is classroom action research. Classroom action research is research undertaken in classroom settings. Then, these researches intended to improve teaching process or solve the real problems happened in classroom. It is reflective process that aims to solve a particular teaching-learning problem that has been identified.

One of the aims of action research is to improve the teaching practice and in the long run the whole curriculum. In order to do action research it is necessary to carry out rigorous study in which the problem has to be clearly specified. An action plan has to described and carried out, and finally an evaluation has to be contemplated in order to show if the decisions taken were the adequate ones. According to Burns (2010:2)one of the main aims of AR is to identify a

‘problematic’ situation or issue. In this case, the aim of action research is to improve students’ reading comprehension on narrative text by using SQ3R Technique. In this process, the students are required to follow 5 steps or activity including survey, question, read, recite and review.

According to Kemmis and Mc Taggart (1988:11-14) cited in Burns (2010: 8) described that action research typically involved four broad phases. The first cycle may become a continuing, spiral of cycles which recur until the researcher has achieved a satisfactory outcome and feels it is time to stop. These are the stages of classroom action research:

1. Planning stage

The teacher’s preparation before doing the activity such as lesson plan, teaching material, teaching media, observation checklist, table of scoring and field notes.

2. Acting stage

The teacher does activity in class that is teaching the lesson that has already been prepared. While teaching learning process the teacher also observes the students’ activity.

The procedure of this stage as follows:

A. Pre activity

- a. The teacher greets the students
- b. The teacher checks the students’ attendance
- c. The teacher asks the question related to the text

B. Whilst activity

- a. Teacher explains about narrative text
- b. Teacher gives the Legend of Lake Toba as the materials
- c. Teacher explains about SQ3R Technique
- d. Teacher explains how to skim and scan the narrative text
- e. Teacher explains how to make WH Questions
- f. Teacher asks the students to read the text using SQ3R Technique
- g. Teacher gives a reading comprehension activity by using SQ3R Technique

C. Post activity

- a. Teacher gives 5 essay questions
- b. Teacher asks the students’ difficulties during the teaching –learning process
- c. Teacher closes the class.

3. Observing stage

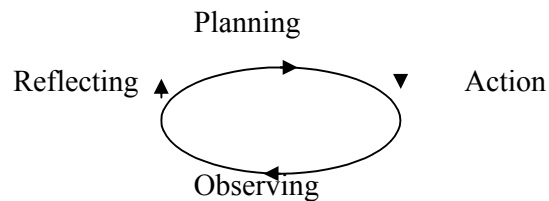
The writer observes her class together with her collaborator when she is doing her action. The observing activities are held to collect the data and put in field note. Collaborator as the writer’s colleague fills in field notes down to comment anything that occurs in teaching learning process,

including the obstacles found as well the probable solution to overcome that problem.

4. Reflecting stage

Based on the observation, the writer gets feedback to reflect to the cycle. On this stage, the writer will pay attention to the rapport between the planning stage and the action stage.

**The steps of Action Research**



The data of this research are collected by observation technique. During the observation technique the researcher is helped by a collaborator. The data are collected by measuring the students' test. The result of the test is judged by Kriteria Ketuntasan Minimum (KKM) of MTs Miftahussa'adah Pontianak Utara as guide to notice students' reading comprehension on narrative text.

The tools of data collecting in this research are field note, written test and observation sheet. The result of the test is analyzed by using mean score formula in order to know the average of students' score. The mean score formula as below:

$$M = \frac{\sum x}{N}$$

Note : M : the mean score

$\sum x$  : the sum of students' score

N : the number of students

## **RESEARCH FINDING AND DISCUSSION**

### **Research Finding**

To conduct this research, the writer applied classroom action research. This method of research was intended to solve the problems found in reading narrative texts. The students' problems were they could not find the main idea and details information of the text. Therefore, the students could not understand about what they had read. They found that reading was a very difficult task to do. To

solve those problems the writer used SQ3R Technique. SQ3R Technique is a teaching concept which helps teachers relates their teaching materials to be presented with their pupils' real learning.

The average score of the students was measured based on the test by using mean score. The criteria of students' mean score were used to classify the data based on the KKM (Kriteria Ketuntasan Minimum) of MTs Miftahussa'adah Pontianak Utara. The KKM of MTs Miftahussa'adah Pontuanak Utara is 65.

The following was the result table of the first cycle:

**Table 1 The result of scoring table on the first cycle**

No	Students' Code	Score
1	AK	80
2	SU	80
3	AD	50
4	DW	40
5	NL	80
6	IWD	80
7	MH	60
8	HS	30
9	HTS	30
10	LJ	60
11	PAI	60
12	MDS	40
13	WA	60
14	NA	30
15	WU	30
16	IPN	30
17	SW	30
18	NH	60
19	AR	30
20	AW	20
21	ADD	20
22	SS	70
23	IF	70
24	SFF	60
TOTAL		1200

The mean score was:

$$M = \frac{\sum x}{s}$$

$$M = \frac{1200}{24}$$

$$M = 50$$

The result of the first cycle could be seen in table 1. This table shows the mean score of the students' reading comprehension that is 50 point. The writer and the collaborator concluded that the first cycle was not satisfy and still needed

much effort to accomplish the goal of the materials. It meant that second cycle was waiting for being conducted. The following below was the result table of the second cycle:

**Table 2 The Result of Scoring Table on the Second Cycle**

No	Students' Code	Score
1	AK	70
2	SU	90
3	AD	80
4	DW	70
5	NL	80
6	IWD	80
7	MH	80
8	HS	60
9	HTS	50
10	LJ	70
11	PAI	70
12	MDS	50
13	WA	50
14	NA	50
15	WU	60
16	IPN	50
17	SW	50
18	NH	60
19	AR	60
20	AW	50
21	ADD	50
22	SS	80
23	IF	70
24	SFF	80
TOTAL		1560

The mean score was:  $M = \frac{\sum x}{s}$

$$M = \frac{1560}{24}$$

$$M = 65$$

The mean score of the students got 65 points. This point showed that the students' score improved than before. It meant that the students' reading comprehension was getting improved. More importantly, the shortcomings happened in the first cycle had been able to be minimized in the second cycle.

Also the teaching learning process was better than the first cycle. However, the writer realized that she still should conduct the third cycle as 37% of the students' score are below KKM. The following below was the result table of third cycle:

**Table 3 The Result of Scoring Table on the Third Cycle**

No	Students' Code	Score
1	AK	80
2	SU	90
3	AD	80
4	DW	70
5	NL	80
6	IWD	80
7	MH	80
8	HS	60
9	HTS	70
10	LJ	80
11	PAI	70
12	MDS	70
13	WA	60
14	NA	60
15	WU	70
16	IPN	70
17	SW	60
18	NH	70
19	AR	60
20	AW	50
21	ADD	60
22	SS	80
23	IF	80
24	SFF	80
TOTAL		1710

The mean score was:

$$M = \frac{\sum x}{s}$$

$$M = \frac{1710}{24}$$

$$M = 71.25$$

The mean score of the students got 71.25 points. This point show that the students' score improved than before. It meant that the students' reading comprehension was getting improved. Although there were some students got the same score on the last score before.



The KKM (Kriteria Ketuntasan Minimum) of MTs Miftahussa'adah pontianak Utara is 65. So, based on KKM (Kriteria Ketuntasan Minimum) of MTs Miftahussa'adah Pontianak Utara, the third result was satisfy.

## Discussion

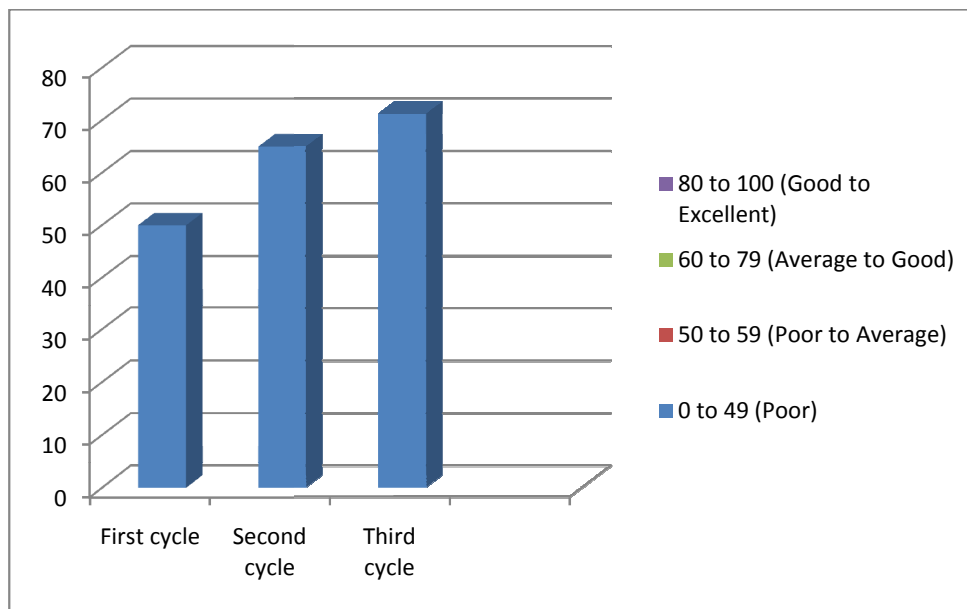
This classroom action research was conducted in three cycles. Each cycle consist of planning, acting, observing and reflecting stage. The acting stage was conducted in one meeting (2x45 minutes) that was performed during the teaching learning process, the writer needed a collaborator to observe what was happening in the classroom and take some notes. The data was collected in the form of essay test, observation checklist and field notes.

The problem in the first cycle were when the teacher asked about the legend of Lake Toba, some of the students knew about the story but some of them did not know. Some students were enthusiastic.

Although, there were many problems and the students got some difficulties and seemed confused but they enthusiastic to know SQ3R technique. And in the next meeting they could do better than before. The teacher had studied the problems in first cycle, so she evaluated and improved some practices to the next cycles.

After observing the process and interpreting the data, both the writer and the collaborator decided to stop the action because the data showed that the indicators of success were fulfilled.

**Chart 1 The improvement Students' Mean Score**



Both the teacher and the collaborator worked together to compute the students' individual score and the mean score. The research finding showed that the students' mean score in the first cycle was 50 points. In the second cycle the students' mean score was increasing to 65 points. The third cycle the students' mean score was increasing to 71.25 points. This showed the fact that from 24 students, 100% of students had increased their individual score.

In conclusion, the research findings of the classroom action research were satisfied. SQ3R as the technique helped the students learn and make students easy to understand the content of the text in learning English especially reading activity.

Using SQ3R Technique is not only read a text. The students must review, make some questions based on what they want to know, and finding the answers of the questions. They must recite and review the text using their own words in order to make sure their understanding about the text. This technique improved their reading comprehension on narrative text. Thus the prediction of the action hypothesis was accepted.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the explanation stated on the previous chapter, the conclusion of this research which is improving the students' reading comprehension on narrative text by using SQ3R Technique as follows: (1) SQ3R (survey, question, read, recite and review) technique can minimize the students' problems in understanding the content of the text. (2) Based on the result of data analysis, students' reading comprehension is improved by applying the SQ3R technique. The improving of the students' can be seen in each meeting. The mean score of the first meeting was 50 points; the mean score of the second meeting was 65 points. And the mean score of the third meeting was increased to 71.25 points.

### **Suggestion**

Based on the result of the research found some weaknesses are: (1) It is suggested that in this case, the topic of reading materials should be familiar to the students. It aims to make the students become more interested in reading the story. (2) It is suggested that the teacher must pay attention to students' readiness before starting the lesson. (3) In order to make the students interested in beginning of the lesson, the teacher can use picture as a media. (4) Teacher should manage time effectively in order to finish all activities in implementing SQ3R technique.

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